

### Summary Information: Brigance Inventory of Early Development (IED-II; 2004)

The IED-II can be used as either a criterion-referenced tool for ongoing monitoring and assessment or as a standardized assessment approach. In some cases, the characteristics of the tool differ depending on which set of procedures are implemented. When characteristics differ on the chart below, statements have been written to reflect which administration approach is referenced.

Publisher	Curriculum Associates, Inc.
Website for information	<a href="http://www.curriculumassociates.com">www.curriculumassociates.com</a>
Cost	Inventory of Early Development II = \$159.00 IED-II Developmental Record Book 10-Pack = \$35.00 ; 100 –pack= \$329.00
Age range	Birth to developmental age seven
Purpose	This Inventory is designed to: <ul style="list-style-type: none"> <li>▪ Determine readiness for schools</li> <li>▪ Track developmental progress</li> <li>▪ Provide a range of scores needed for documenting eligibility for special education services</li> <li>▪ Enable a comparison of children's skills within and across developmental domains in order to view strengths and weaknesses</li> <li>▪ Determine entry points for instruction</li> <li>▪ Assist with program evaluation</li> </ul>
Areas included	<ul style="list-style-type: none"> <li>▪ Fine and gross motor skills</li> <li>▪ Receptive - expressive language</li> <li>▪ Academic-cognitive and graphomotor development</li> <li>▪ Daily living skills</li> <li>▪ Social-emotional skills</li> <li>▪ Overall adaptive behavior</li> </ul>
Time to administer	Ongoing observation summarized periodically, or if using the standardized approach option, 20-55 minutes for administration and scoring

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Scored	Generates criterion-referenced data related to curricular objectives or, if using the standardized approach option, provides standardized scores for norm-referenced assessments, including raw scores, age equivalents, percentiles, quotients, age level of instructional range, and total adaptive behavior scores
Age norms	Yes, when using the standardized approach option
Age ranges given for items	Yes, for both criterion-referenced and standardized approaches
How frequently it can be given	Ongoing for criterion-referenced usage. Not specified for the standardized approach option
Standardized tasks	Yes. Definitions and guidelines provided for observations in criterion-referenced usage. Greater structure in procedures when using standardized approach option
Based on observation in natural settings	Yes, when using the criterion-referenced approach
Instructions related to parent role	Parent observations/report to standardized questions if unable to elicit participation from child
Data provided on reliability	Yes. Internal consistency, test-retest, and inter-examiner reliability data for standardized approach option
Data provided on validity	Yes. Content, construct, concurrent and discriminate validity verified for standardized approach option
Web-based data entry	Yes. Online record book to track child's performance and generate customizable reports for both criterion-referenced and standardized options
Electronic scoring	Yes. Conversion of raw scores to quotients, percentiles, and age equivalents for standardized approach option
Other languages	Not noted
Who administers	Teacher, developmental/school psychologists, or other early childhood professionals
Training available through the publisher	Yes. For workshops or online training, see <a href="http://CAtraining.com">CAtraining.com</a>

## Brigance Diagnostic Inventory of Early Development II (2004): Crosswalk to Child Outcomes

Crosswalk content for users of the IED-II as a criterion-referenced tool.

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<b>G. Social and Emotional Development</b> G-1 General social and emotional development G-2 Play skills and behaviors	<b>C. Fine-Motor Skills and Behaviors</b> C-3 Prehandwriting C-4 Draw a person C-5 Forms  <b>E. Speech and Language Skills</b> E-1 Prespeech receptive language E-2 Prespeech gestures E-3 Prespeech vocalization E-4 General speech and language development E-5 Length of sentences E-6 Personal data response E-7 Verbal directions E-8 Picture vocabulary E-9 Repeats numbers E-10b Sentence memory  <b>F. General Knowledge and Comprehension</b> F-1 Response to experience with books F-2a Body parts—receptive F-2b Body parts—expressive F-3 Colors F-4 Shape concepts F-5 Quantitative concepts F-6 Directional/positional concepts F-7 Classifying F-8 Knows what to do in different situations F-9 Knows use of objects F-10 Knows function of community helpers F-11 Knows where to go for services	<b>A. Preambulatory Motor Skills and Behaviors</b> A-1 Supine position skills and behaviors* A-2 Prone position skills and behaviors* A-3 Sitting position skills and behaviors* A-4 Standing position skills and behaviors*  <b>B. Gross-Motor Skills and Behaviors</b> B-1 Standing* B-2 Walking* B-3 Stairs and climbing* B-4 Running* B-7 Kicking*  <b>C. Fine-Motor Skills and Behaviors</b> C-1 General eye/finger/hand manipulative skills* C-3 Prehandwriting C-5 Forms C-6 Cutting with scissors  <b>D. Self-Help Skills</b> D-1 Feeding/eating D-2 Undressing D-3 Dressing D-4 Unfastening D-5 Fastening D-6 Toileting D-7 Bathing D-8 Grooming

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to [staff@the-eco-center.org](mailto:staff@the-eco-center.org).

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p><b>G. Social and Emotional Development</b>  G-2 Play skills and behaviors  G-3 Initiative and engagement skills and behaviors</p> <p><b>H. Readiness</b>  H-1a Visual discrimination—forms and uppercase letters  H-1b Visual discrimination—lowercase letters and words  H-2 Recites alphabet  H-3 Uppercase letters  H-4 Lowercase letters</p> <p><b>I. Basic Reading Skills</b>  I-2 Word recognition grade placement  I-3 Reads color words  I-4 Reads number words  I-5 Reads common signs  I-6 a-d Reads orally at what grade level  I-7 Auditory discrimination  I-8 Matches initial consonants with pictures  I-9 Substitutes initial consonant sounds  I-10 Substitutes short-vowel sounds  I-11 Substitutes long-vowel sounds</p> <p><b>J. Manuscript Writing</b>  J-1 Prints personal data  J-2 Prints uppercase letters in sequence  J-3 Prints lowercase letters in sequence  J-4 Prints uppercase letters dictated  J-5 Prints lowercase letters dictated  J-6 Prints simple sentences  J-7 Quality of printing</p>	

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<b>K. Basic Math</b> K-1 Number concepts K-2 Rote counting K-3 Reads numerals K-4 Numeral comprehension K-5 Ordinal position K-6 Numerals in sequence K-7 Writes following and preceding numerals K-8 Writes numerals dictated K-9 Addition combinations K-10 Subtraction combinations K-11a Recognition of money (U.S.) K-11b Recognition of money (Canada) K-12 Time	

\*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

**B. Gross-Motor Skills and Behaviors**

- B-5 Jumping
- B-6 Hopping
- B-8 Balance beam
- B-9 Catching
- B-10 Rolling and throwing

**C. Fine-Motor Skills and Behaviors**

- C-2 Block tower building

### Brigance Diagnostic Inventory of Early Development II (2004): Crosswalk to Child Outcomes

For users of the IED-II as a standardized, norm-referenced tool, the following crosswalk applies. Because this usage of the IED-II is a norm-referenced, standardized assessment, the composites within subdomains are the smallest unit of information that can be used to reach conclusions about the extent to which a child demonstrates each of the functional outcomes. This table shows how each of the composites map to each of the 3 functional outcomes. Under each subscale, an X indicates the outcome area to which the subscale contributes information. The item information below the X provides the rationale for why the subscale was classified as providing information for that outcome.

	Outcome 1 Positive social relationships	Outcome 2 Acquires and uses knowledge and skills	Outcome 3 Takes appropriate action to meet needs
<b>Subdomain: FINE MOTOR*</b>			
<b>Composite: Drawing/Visual Motor*</b>			<b>X**</b>
			<ul style="list-style-type: none"> <li>▪ Early fine motor skills*</li> <li>▪ Builds tower with blocks**</li> <li>▪ Visual motor skills</li> <li>▪ Draw a person**</li> </ul>
<b>Composite: Writing*</b>		<b>X</b>	
		<ul style="list-style-type: none"> <li>▪ Prints personal data</li> <li>▪ Writes numerals in sequence</li> <li>▪ Prints uppercase letters in sequence</li> <li>▪ Quality of printing</li> </ul>	
<b>Subdomain: GROSS- MOTOR*</b>			
<b>Composite: Nonlocomotor*</b>			<b>X**</b>
			<ul style="list-style-type: none"> <li>▪ Standing skills*</li> <li>▪ Jumping and hopping skills**</li> </ul>
<b>Composite: Locomotor*</b>			<b>X</b>
			<ul style="list-style-type: none"> <li>▪ Early gross-motor skills*</li> <li>▪ Walking and running skills*</li> <li>▪ Stair climbing*</li> </ul>

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	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and uses knowledge and skills</b>	<b>Outcome 3 Takes appropriate action to meet needs</b>
<b>Subdomain: RECEPTIVE LANGUAGE</b>			
<b>Composite: Nouns and Early Listening</b>	<b>X</b>		
		<ul style="list-style-type: none"> <li>▪ Early receptive language</li> <li>▪ Receptive objects</li> <li>▪ Body parts</li> </ul>	
<b>Composite: Actions</b>	<b>X</b>		
		<ul style="list-style-type: none"> <li>▪ Verbal concepts</li> <li>▪ Follows verbal directions</li> <li>▪ Receptive verbs</li> </ul>	
<b>Subdomain: EXPRESSIVE LANGUAGE</b>			
<b>Composite: Isolated Skills</b>	<b>X</b>		
		<ul style="list-style-type: none"> <li>▪ Expressive objects</li> <li>▪ Expressive verbs</li> <li>▪ Repeats sentences</li> </ul>	
<b>Composite: Contextual Skills</b>	<b>X</b>		
		<ul style="list-style-type: none"> <li>▪ Early expressive language</li> <li>▪ Grammar and pragmatics</li> <li>▪ Articulation rating</li> <li>▪ Verbal fluency rating</li> </ul>	
<b>Subdomain: ACADEMIC/ COGNITIVE</b>			
<b>Composite: Quantitative/General</b>	<b>X</b>		
		<ul style="list-style-type: none"> <li>▪ Number concepts</li> <li>▪ Rote counting</li> <li>▪ Money</li> <li>▪ Numeral comprehension</li> <li>▪ Ordinal position</li> <li>▪ Color knowledge</li> </ul>	

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and uses knowledge and skills</b>	<b>Outcome 3 Takes appropriate action to meet needs</b>
<b>Composite: Prereading/ Reading</b>		<b>X</b>	
		<ul style="list-style-type: none"> <li>▪ Visual discrimination</li> <li>▪ Recites alphabet</li> <li>▪ Lowercase letter knowledge</li> <li>▪ Sounds of lowercase letters</li> <li>▪ Auditory discrimination</li> <li>▪ Survival sight words</li> <li>▪ Basic preprimer vocabulary</li> </ul>	
<b>Subdomain: DAILY LIVING</b>			
<b>Composite: Self-Help</b>			<b>X</b>
			<ul style="list-style-type: none"> <li>▪ Eating</li> <li>▪ Dressing and undressing</li> <li>▪ Toileting and bathing</li> </ul>
<b>Composite: Prevocational</b>		<b>X</b>	
		<ul style="list-style-type: none"> <li>▪ Work-related</li> <li>▪ Personal data response</li> </ul>	
<b>Subdomain: SOCIAL-EMOTIONAL</b>			
<b>Composite: Play Skills and Behavior</b>	<b>X</b>	<b>X</b>	
<b>Composite: Engagement and Initiative</b>	<b>X</b>		

\*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

\*\* This composite includes significant content that is not precursor to or components of the specified outcome.